

# NEVADA Connections

*Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce*

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## Seven more adult educators prove performance

During the last few months several instructors and tutors from throughout Nevada submitted evidence of student outcomes and were awarded their ABE Certificates of Performance. These seven educators, along with nearly 50 others, have received Certificates showing that they have met the student retention and performance criteria outlined in Nevada's unique outcome-based recognition program:

- Amy Kauffman (Great Basin College)
- Val Lyons-Brady (Truckee Meadows Community College)
- Sanford L. Marks (Community College of Southern Nevada)
- Lahontan Valley Literacy Volunteers: Teresa L. Adams, William C. Davis, Diane E. Gauthier-Novak, and Suzanne Graves

For more information on the Certificate of Performance program, contact Sharyn Yanoshak, 702.253.6280, [saylv@lvcm.com](mailto:saylv@lvcm.com) or visit [www.literacynet.org/nvadulthood](http://www.literacynet.org/nvadulthood).

## Cowboy up, Nevadans!

It's but once every eight years that Nevada hosts the annual Mountain Plains Adult Association gathering. Don't miss out on this opportunity to conference with adult educators from Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming — for under \$200 if you register by March 21.

The event will be held at Boomtown, in Verdi, Nevada, April 23-26. Visit [www.mpaea.org](http://www.mpaea.org) for registration and conference information, or contact Board Member Julee Henson: 702/799-8655, ext. 342, [jahenson@interact.ccsd.net](mailto:jahenson@interact.ccsd.net).



## TMCC unveils unique ESL curriculum

Nevada's Adult Basic Education leadership team at Truckee Meadows Community College (TMCC) in Reno has developed a cutting-edge, competency-based English as a Second Language curriculum, specifically designed to address every CASAS adult competency for ESL learners.

"The curriculum is unique because it includes not only textbook sources but also real-life, interactive activities and material references," said Curriculum Coordinator Claudia Bianca-DeBay. "Clear guidelines and assessment tools are provided, along with student evaluations of each lesson."

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## ESL curriculum (continued from page 1)

According to Paul Marsala, ABE director and state leadership coordinator at TMCC, instead of “teaching to the test,” this curriculum allows teachers to address all of the adult competencies essential for success on the job, at home, with children’s teachers, etc. “This curriculum has been needed in Nevada for a long, long time. Making this curriculum available to educators throughout the state now puts into their hands the tools essential for success all the way around,” he said.

The curriculum is now available for four levels: high advanced, low advanced, high intermediate, and low intermediate. (The development of high beginning and low beginning curricula is expected to begin in July of this year.) You may access it through Nevada’s literacy Web site, [www.literacynet.org/nevada](http://www.literacynet.org/nevada) (click on “Teacher/Tutor” under “Literacy Resources” on the left). All books, tapes and videos are also available through the State Literacy Resource Center, 800/445-9673, [sfgraf@clan.lib.nv.us](mailto:sfgraf@clan.lib.nv.us).

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TMCC’s state leadership curriculum design team:

- ★ Claudia Bianca-DeBay
  - ★ Elizabeth Bradford
  - ★ JoAnn Coleman
  - ★ Paul Marsala
  - ★ Brett Patchen
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### About CASAS

(Comprehensive Adult Student Assessment System)

Since 1998, every Nevada program funded through the Adult Education and Family Literacy Act has used the CASAS standardized tests to place learners into programs, diagnose learners’ instructional needs, monitor progress, and certify mastery of functional basic skills. These tests use an extensive sample from a list of 318 adult competencies within the areas of: basic communication, consumer economics, community resources, health, employment, government and law, computation, learning to learn, and independent living skills.

### IMPORTANT NOTE:

For effective implementation, any AEFLA-funded program ready to implement this innovative performance-based curriculum is advised to request curriculum training available through the state leadership training project at TMCC. Contact Claudia Bianca-DeBay at 775/824-8604, [cdebay@tmcc.edu](mailto:cdebay@tmcc.edu).

## Web site review: John’s ESL Community ([www.johnsesl.com](http://www.johnsesl.com))



*Reviewed by Ronna Timpa, president of Workplace ESL Solutions, LLC and co-author of “Hotel English,” a workplace ESL textbook. 702/873-3520, [info@WorkplaceESL.com](mailto:info@WorkplaceESL.com), [www.workplaceesl.com](http://www.workplaceesl.com)*

### Positives:

- ✓ For students there is practice for ESL: reading, writing, grammar, vocabulary, listening, quizzes, games, idioms, quotes, chat, forums, e-cards, puzzles, madlibs, and holidays.
- ✓ For teachers there are lots of cool things. The “Language Skills” area has much good

information for the inexperienced teacher or any teacher who wants some new ideas or clarification about a topic. There are sections with information about how to teach classroom English, reading, writing, grammar, vocabulary, listening, idioms, and famous quotes. For example, the section on grammar has everything you need to teach a complete grammar class — all the rules, plus games, quizzes and puzzles to reinforce grammar. In addition, there is a great online dictionary and a list of commonly misspelled words, to name a few other benefits.

- ✓ In the “Teacher Resources” area are classroom activities, a word search puzzle generator, a word scramble generator, and other puzzles/games. There are also printable worksheets and quizzes. Hangman is fun and if you get bored, you can send an e-card to all your fellow ABE colleagues.

### Negatives:

- ✓ I had problems going back and there were lots of ads popping up with every new click. Also, the navigation bar isn’t easy to navigate.

# Free literacy listservs up and running

The State Literacy Resource Center recently announced the availability of several new listservs of special interest to Nevadans:

**NVAdultED:** Geared toward instructors, tutors, program directors, and others who provide one-on-one, small group, or class instruction in reading, writing, and math. Features curriculum resources, teaching methods, and information on local and regional training events.

**NVGED:** Aimed at instructors, tutors, program directors, and others who work with English-speaking adults on a high school level who are working toward an Adult High School Diploma or GED Certificate. GED examiners may find this list useful, as well. Features training opportunities, updates and information about GED 2002, GED FAQs, and continuing information from the Nevada GED training team.

**NVESOL:** Instructors, tutor, volunteers, and directors share their joys, problems and concerns of their adult English language learners. EL/Civics folks are welcome here, too.

**NVFamLit:** Discussions will have a “family” focus, including how adult literacy fits into family literacy programs. Along with adult educators, children’s librarians, early childhood providers, and those working with Family-to-Family Connections, Family Resource Centers, and Even Start are invited to join.

**NVVolLit:** For library directors and staff who work in or with library programs for adults. A focus on rural needs/services/resources will be a priority. Volunteer and library literacy information, including training and conference information, will be posted.

These lists are hosted by Literacyworks, which coordinates the Western/Pacific LINCS Regional Technology Center of the National Institute for Literacy. Literacyworks is the nonprofit arm of the LINCS Project; the group partners with national, state, and local library and education programs.

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To subscribe to any of these listservs, send an email to Val Lyons-Brady at [valbrady@sbcglobal.net](mailto:valbrady@sbcglobal.net) specifying which listservs you would like to be added to. For other questions, contact Susan Graf, SLRC literacy coordinator, 800/445-9673, [sfgraf@clan.lib.nv.us](mailto:sfgraf@clan.lib.nv.us).

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## VALUE to hold Adult Learner Leadership Institute

The Voice for Adult Literacy United for Education will hold its third conference in Tampa, June 26-28.

The mission of this unique organization is to expand the role of adult learners in adult literacy efforts in the United States. VALUE is a resource for adult learners, literacy practitioners, and policy makers. The organization strives to heighten public awareness, advocate for effective policies and practices, and promote the understanding that anyone who wants to improve his or her literacy skills can do so. VALUE encourages and aids individuals, groups or organizations desiring to foster the development of leadership skills for adult learners in literacy, adult education programs, and communities.

The conference fee is in the neighborhood of \$200 and includes most meals. For more information visit [www.literacynet.org/value](http://www.literacynet.org/value), email [office@valueusa.org](mailto:office@valueusa.org), or call 610/876-7625.

The “5 R’s” of learner leadership through which adult learners can serve as leaders in U.S. literacy efforts

1. **Recruitment** of new learners into adult education programs.
2. **Retention** of learners in programs by providing support so learners don’t drop out.
3. **Resource development** by educating policy makers, other funders, and the public about the need to invest in adult education.
4. **Reforming education** by getting involved in their adult education programs (on boards and advisory committees) and in their local schools (on their PTAs, etc.).
5. **Research** by collecting and analyzing information needed by adult education programs.

## *Connecting resources for Nevada's adult workforce*

### Workshops for Nevada's adult educators

The following free workshops are offered through ABE leadership funds and are available to all adult educators in Nevada on a space available base. Contact the appropriate host to reserve a seat!

<u>Title/date/place</u>	<u>Host (contact)</u>	<u>Presenter and objectives</u>
Curriculum Writing 3/15/03 Carson City	Teri Zutter WNCC 775/445-4451 <a href="mailto:tzutter@wncc.nevada.edu">tzutter@wncc.nevada.edu</a>	Nikki Lovell. Incorporate learning styles in curriculum. Understand the process of service learning. Create a lesson based on learning styles and service learning.
Critical Thinking 3/29/03 Las Vegas	CCSN Jeanie Thibault 702/651-4065 <a href="mailto:jeanie_thibault@ccsn.nevada.edu">jeanie_thibault@ccsn.nevada.edu</a>	Don Prickel. Identify factors that shape an individual's thinking (e.g. culture, gender, and experiences). Define, understand, and develop metacognitive strategies that assist in self-directed thinking and learning. Facilitate learners towards more critical and analytical thinking through instructional strategies.
Cooperative Learning 4/11/03 Reno	Paul Marsala TMCC 775/829-9026 <a href="mailto:pmarsala@tmcc.edu">pmarsala@tmcc.edu</a>	Sally Scott. Learn the difference between cooperative learning and group working. Understand the rationale for using cooperative learning. Integrate cooperative learning into lesson plans.
ESL 101 Part 1 4/11/03 Elko	Meachell LaSalle Great Basin College 775/753-2109 <a href="mailto:meachell@gbcnv.edu">meachell@gbcnv.edu</a>	Maxine Frauman-Prickel. Define the basic elements that contribute to language acquisition. Identify classroom strategies for developing listening and speaking skills in adult ESL students. Describe cooperative-learning structures that foster language acquisition.
ESL 101 Part II 4/12/03 Elko	Meachell LaSalle Great Basin College 775/753-2109 <a href="mailto:meachell@gbcnv.edu">meachell@gbcnv.edu</a>	Maxine Frauman-Prickel. Define the basic elements that contribute to language acquisition. Identify classroom strategies for developing reading and writing skills for beginning and intermediate adult ESL students. Describe cooperative learning structures that foster reading and writing in a second language.